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The general objectives of education for gifted pupils do not differ materially from those for all pupils; every child should be helped to make the most of his potentialities. With academically talented students, the following goals need special emphasis: achievement of basic skills of learning to the fullest extent of the pupil's ability, development of critical thinking ability, provision of opportunities for creative expression.

Important aspects of guidance for gifted pupils are discussed. 1) Identification. Use of specific achievement and intelligence tests along with observation by teachers and parents are suggested methods of identifying the students. 2) Planning. In order to provide special opportunities for these students, such methods as cluster grouping, special interest clubs, enrichment programs, accelerated classes, summer school, and separate classes are available for individual school needs. 3) Working with parents. Ways of implementing teacher-parent cooperation are explored.

A major problem in identifying and working with gifted pupils is underachievement. Motivating underachievers should be a major concern of the school. Three case histories of underachieving gifted pupils are included in the appendix as a guide.

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LOS ANGELES CITY SCHOOL DISTRICTS
Division of Elementary Education
Guidance and Counseling Section

May 1961

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Tentative Edition

GUIDANCE OF GIFTED PUPILS

LOS ANGELES CITY SCHOOL DISTRICTS

DIVISION OF ELEMENTARY EDUCATION

Guidance and Counseling Section

May 1961

Approved:

Robert J. Purdy

Associate Superintendent

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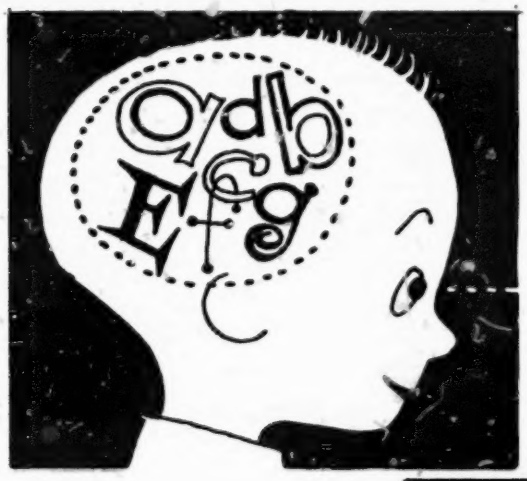
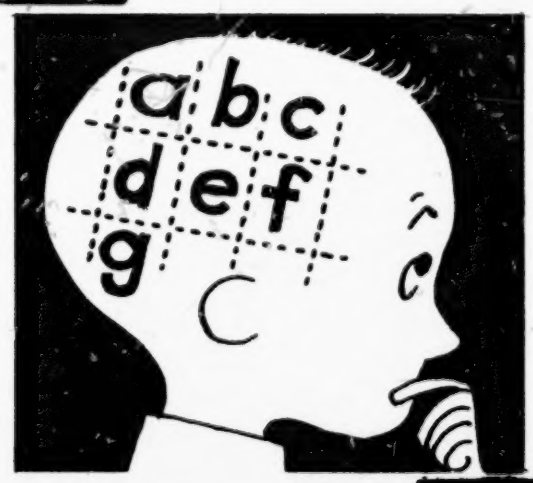
CHAPTER I

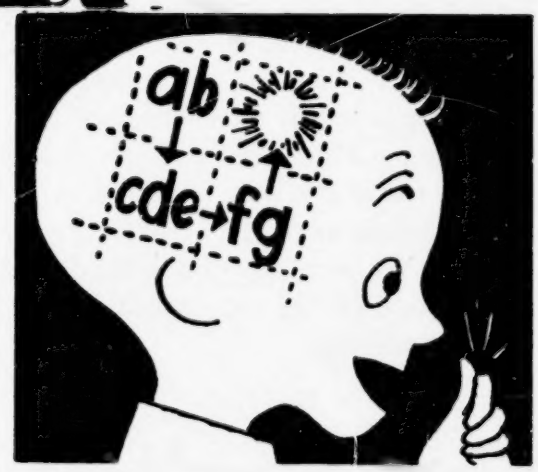
INTRODUCTION

The basic point of view of the Los Angeles City Schools toward gifted pupils is the same as that for all pupils - every pupil should be helped to make the most of his potentialities.



Since gifted pupils differ from the majority of their classmates in their ability to master abstract concepts and in their speed of comprehension, instruction must be individualized to a greater degree in order to provide for their interests and abilities.





Flexibility and a willingness to plan for and utilize the methods that seem best fitted to a given situation are emphasized. A variety of approaches is utilized in meeting the needs of gifted pupils throughout the elementary schools.

INTELLECTUALLY GIFTED PUPILS

The Committee on Education of Intellectually Gifted Pupils has defined the "gifted" as follows:

"Intellectually gifted children are defined in Los Angeles as those who are in approximately the top two per cent of the total school population as measured by intelligence tests. Within this classification two groups are considered: First, the "gifted" are all pupils with intelligence quotients above 130. Secondly, the "highly gifted" are those pupils with intelligence quotients above 160; a pupil with this level of ability is found only once among 10,000 persons, and accordingly needs a highly individualized instructional program. The gifted tend to be superior to average children in health, school achievement, behavior adjustments, creativity, persistence, and sense of humor. Furthermore, they have more varied interests and versatility. It should be remembered that there is a broad range of individual differences among all persons for any given trait or achievement.

Special Abilities and Talents. All pupils may have talents in areas other than the academic field – areas such as art, music, social relations, leadership, mechanical ability, and athletic skills. Pupils may be outstanding in some areas and average or below average in others. Many intellectually gifted pupils also have special talents. The identification of pupils with special abilities and talents and making adequate educational provisions for them are important factors in the Los Angeles City Schools' program for gifted pupils. This report, however, will include primarily the provisions being made for pupils who have unusual ability to deal with abstract concepts, symbols, and ideas – the intellectually gifted.[1]"

Goals for Intellectually Gifted Pupils. The objectives of education for intellectually gifted pupils do not differ essentially from those for all pupils. Objectives of education, however, will in most cases, be attained at an earlier age and be developed to a greater degree. Chapter V on Evaluation presents in some detail the specific goals which may have special importance for gifted pupils.

Survey of Gifted Pupils in the Los Angeles City Schools. In October, 1959, a survey was conducted to determine the numbers of gifted pupils and the provisions being made for them in the Los Angeles Elementary Schools. It was found that there were many capable and gifted pupils and a variety of approaches was utilized in meeting their needs. The number and percentages of the more capable and gifted pupils are given in Table I. Although two percent of the population ordinarily would be about 130 index or above, it should be noted that 3.9 per cent of the elementary school pupils was found in this category. This may be due to the fact that schools reported all pupils who scored 130 index or above on any intelligence test. Many of the pupils in the 120-129 I.Q. range would score 130 or above on an individual test. Also, some of the pupils listed as 130 or above might score less than 130 on an individual intelligence test.

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1. Los Angeles City Schools. **Education of Intellectually Gifted Pupils in the Los Angeles City Schools.** January, 1958. 5pp.

TABLE I

NUMBER AND PERCENT OF MORE CAPABLE AND GIFTED PUPILS*

	INTELLIGENCE QUOTIENT	NUMBER	PERCENT OF TOTAL ENROLLMENT
More capable	120 – 129	20.890	6.7
Gifted	130 – 159	12,177	3.9
Highly Gifted	160 – Higher	145	.05
TOTALS		33,212	10.65

*The highest recorded intelligence quotient on the Cumulative Record Card was used so that all reports would be on the same basis. These data provide only general guides to approximate the numbers of more capable and gifted pupils in Los Angeles City Schools.

Provisions for More Capable and Gifted Pupils. Table II lists the provisions which were reported by schools for more capable and gifted pupils.

TABLE II

PROVISIONS FOR MORE CAPABLE AND GIFTED PUPILS

TYPE OF PROVISION	NUMBER OF PUPILS
Classroom Enrichment	(All Schools)
Cluster Grouping	8,244 Pupils
Part-time Grouping (including club programs)	3,524 "
School Activities	2,198 "
Acceleration	1,254 "
Separate Classes	549 "
TOTAL	15,799 Pupils

Specific practices reported in the survey continue to be utilized:

1. **Classroom Enrichment.** Enrichment has been defined by the Superintendent's Committee on the Education of Intellectually Gifted Pupils as follows:

   Enrichment requires a learning environment conducive to exploration and originality. An enriched educational program for intellectually gifted pupils is based on the recognition of individual differences and is planned to meet individual needs and challenge abilities. Enrichment emphasizes quality rather than quantity and adds depth and scope to learning experiences. It provides for development of the following abilities: reflective and critical thinking, problem solving, and creative thinking and expression.[2]

2. Los Angeles City School Districts, Committee on Education of Intellectually Gifted Pupils. **Enrichment for the Intellectually Gifted.** Report of the Subcommittee on Enrichment. September, 1960. 4pp.

Classroom enrichment is important in all schools. Classroom teachers provide additional experiences for gifted pupils in the following ways:

Special assignments	to add new content to the regular curriculum
Independent projects	to provide depth and scope to the regular program
Wide reading	to develop a broad cultural background
Problem solving activities	to aid pupils in identification of problems, development of critical and creative thinking ability, and application of knowledge to new situations
Additional responsibilities	to encourage independence and self-evaluation
Opportunities for creative expression	to utilize special talents of gifted pupils in school drives, plays, newspapers, and exhibits or fairs
Leadership activities	to provide opportunity to work and communicate with others

2. **Cluster Grouping.** Extensive provisions are made for gifted pupils through cluster grouping. A cluster group consists of two or more gifted pupils placed in a classroom with pupils of average and higher ability. Cluster grouping provides for more efficient use of teacher time by placing a group of gifted pupils with one teacher rather than with several teachers. By raising the lower limit of ability in the classroom to an index of 90 or higher, the range of differences among pupils should be decreased for the teacher. Such grouping also provides opportunity for gifted pupils to stimulate and challenge each other.

3. **Part-time Grouping (including club programs).** Provisions for many pupils are provided through part-time grouping, including club programs. For a period of one to three hours per week gifted pupils may be grouped separately to explore and develop special interests. Following are some of the ways schools plan for part-time grouping:

a. Total school planning	in some schools all pupils are given club experience with the gifted pupils being guided into special club programs.
b. Special interest groups	gifted pupils meet separately for special instruction with a reserve teacher or the administrator.

4. **School Activities.** Special provisions often are made through school activities. Assisting as class librarians, working on school newspapers, serving on student councils, preparing exhibits, participating in science fairs, plays, or other school projects are examples of some of the additional experiences that have been provided for these pupils.

5. **Acceleration.** Since gifted pupils may be larger physically and more mature socially and emotionally than other pupils of the same chronological age, acceleration may be considered for those who are achieving above grade level. The Division of Elementary Education Bulletin E.6, September 14, 1959, states the general policy regarding acceleration: One semester of acceleration is allowed at the elementary school level although additional acceleration may be considered for highly gifted pupils of 160 or higher I.Q. Acceleration should be planned on an individual basis and should involve special consideration so that essential blocks of learning will not be skipped. In general, consideration for acceleration should be initiated early within each educational level.

   For pupils who are recommended for acceleration the following placements may be made:

   a. Combination grades ..... Pupils are placed in a combination grade, such as B3, A3 or A3, B4. Two semesters of work may be completed in one semester and it is less likely that essential blocks of learning would be skipped.

   b. Grade advancement ..... In schools where combination grades are not feasible the pupil is accelerated to a higher grade level with the sending and receiving teacher sharing information about learning needs.

6. **Separate Classes.** Provisions for some pupils are made in separate classes. Such classes are possible only in those schools having a large number of gifted pupils. Instruction is based upon the regular course of study supplemented with extensive enrichment activities.

Summer School. Summer school classes for gifted pupils have been increased from three classes in 1958 to sixty classes in 1961. Emphasis of summer school classes is on enrichment and the development of basic and work study skills. Classes may be self-contained or semi-departmentalized. The semi-departmentalized program includes two or more teachers who teach one or two subjects. Pupils are programmed for a period or more with each teacher.

Needs of Schools in Planning for Gifted Pupils. In Table III are listed the needs reported by schools in making provisions for more capable and gifted pupils.

TABLE III

NEEDS OF SCHOOLS IN PLANNING FOR GIFTED PUPILS

NEED	NUMBER OF SCHOOLS REPORTING
Materials for Pupils	63
Additional Teacher Help	53
Enrichment Ideas	45
In-service Training for Teachers	18
More Counselor Time	18
Reduced Class Norm	16
Assistance in Cluster Grouping	15
Suggestions for Small Schools	12
Help with Club Programs	11
School Library	9
More Teacher Preparation Time	9
Provision for a Center for Gifted Pupils	9
Additional Summer School Opportunities	5
Guide for Working with Gifted Pupils	5
Better Teachers	4
Problem of Transiency	4
Help in Underprivileged Areas	3
More School Trips	3
Total Number of Schools Reporting Needs	302

It will be noted that the most important needs relate to materials for pupils, additional teacher help, ideas for enrichment, and have resulted in the following action:

1. Study and recommendations by the Committee on Education of Intellectually Gifted Pupils
2. Preparation of materials for teachers and pupils by the Division of Instructional Services
3. In-service training through institutes and workshops

CHAPTER II

IDENTIFICATION OF GIFTED PUPILS

Constant attention must be given to the identification of gifted pupils. Environmental or emotional factors may obscure a child's talent. Therefore, school personnel should give continuing attention to the characteristics of gifted pupils and how they may be identified.

Methods of Identifying Gifted Pupils. Identification of intellectually gifted pupils is possible through a variety of approaches which include observation by parents, group intelligence and achievement tests, observation by teachers, and individual study by the elementary school counselor.

Observation by Parents. Parents can provide a great fund of information about the child. Teachers should initiate parent conferences as some parents are reluctant to volunteer information. Discussion of the early growth characteristics of the child will facilitate early identification of giftedness.

The following growth characteristics may appear in gifted children at a younger chronological age than for other children:

1. Walking and talking
2. Unusual use and understanding of a more extensive vocabulary
3. Persistent curiosity and alertness
4. Unusual interest in and ability to retain information
5. Ability to read without formal teaching

Many parents will think their children are gifted; it is a human fraility to idealize one's own children. By talking with parents about growth characteristics it may be possible to help them formulate a realistic estimate of their child's ability. At this point, however, both the teacher and parents should hold final judgment in abeyance. The judgments of the kindergarten and first grade teacher, and the results of the first grade intelligence test will help in obtaining a more adequate estimate of the pupil's ability.

Group Intelligence Tests. Group intelligence tests are administered at the first, third, and fifth grade levels and provide an important basis for identifying gifted pupils. An individual study by an elementary school counselor may be requested for pupils who score below 130 on a group test, but who exhibit unusual learning characteristics or high achievement. Intelligence tests, however, are only general indicators of scholastic ability and do not measure all facets of the pupil's ability. Many important intellective abilities are not measured by intelligence tests, particularly creative and critical thinking ability; non-intellective factors such as drive and motivation, also, are difficult to determine.

Achievement Tests. Group achievement tests are administered to all pupils every two years, beginning in the third grade. Some pupils who are gifted may score less than 130 on a group intelligence test. Such pupils may be identified when their achievement test scores are markedly above grade placement. In such cases it is advisable to retest the pupil with another group test or request that an individual study be made by the counselor.

Special Listings. Special listings are prepared for use in each school by the Evaluation and Research Section. These special listings include the names of pupils who are gifted in terms of their achievement and intelligence quotients as well as gifted pupils who are underachieving in selected achievement areas.

Observation by Teachers. All gifted pupils may not be identified by standardized tests. A knowledge of the characteristics of gifted pupils on the part of the teacher, therefore, is important. Observation of the following positive characteristics will assist the teacher to identify gifted pupils.

Intellectual Capacity:

- Unusual alertness and awareness of environment
- Unusual curiosity
- Concern with a philosophy for living
- Flashes of brilliant insight
- Creative thinking ability
- Knowledge about many things of which other children are unaware
- Originality in solving problems
- Performance of difficult mental tasks
- Keen powers of observation
- Logical reasoning in abstract areas
- Initiative to seek answers independently

Academic Acievement:

- Achievement in advance of grade level
- Unusual speed of comprehension
- Rapid and easy learning
- Excellent command of language
- Superior reading ability
- Ability to organize and generalize
- Accurate reproduction of material read or heard
- Retention with little drill

Work Habits:

- Persistence in accomplishing challenging tasks
- Good powers of concentration over a long period of time
- Ability to organize and work independently
- Ability to find and correct errors
- Fulfillment of responsibilities

All gifted pupils will not possess all of the above characteristics. Often, these characteristics may be observed in all pupils, but gifted pupils will exhibit more of them and exhibit them to a greater degree. In addition it must be emphasized that each pupil will have a different combination of intellectual traits, achievements, and personality traits.

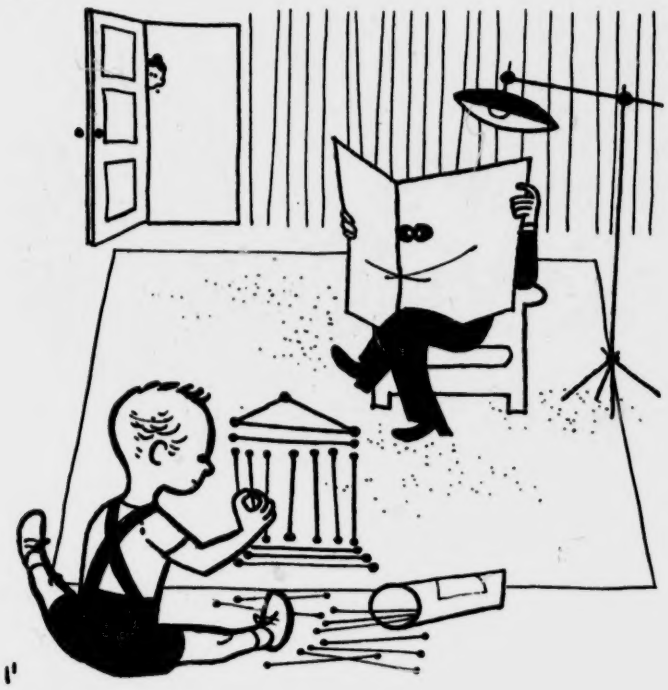
Some gifted pupils may exhibit only one or a few of the preceding positive characteristics but negative types of behavior such as the following often may be observed:

- Lack of self-motivation
- Lack of self-confidence and feelings of insecurity
- Little interest in academic subjects
- Careless work habits
- Striking unevenness in day-to-day performance
- Non-conformity in social relations
- Rebellious attitude
- Resistance to school rules and regulations
- Resistance to routine and drill
- Lack of tolerance for opinions and rights of others
- Poor self-control
- Withdrawn
- Passive and dependent
- Apprehensive in new situations (lack of initiative)

Individual Study by the Elementary School Counselor. Pupils whom teachers think might be gifted or who have special learning or behavior problems may be referred to the elementary school counselor for an individual study, including an individual intelligence test. Although group intelligence and achievement tests may indicate a high level of intelligence, some pupils do not perform at this level.

The level of intellectual functioning including strengths and weaknesses will be reported by the counselor. Recommendations for making provisions for these pupils also will be suggested by the counselor.

Importance of Early Identification. It is important that gifted pupils be identified at an early age. Continuous attention to identification at all grade levels, however, is necessary, since not all gifted pupils are identified early. Advantages to the gifted pupil of early identification are:



1. The school is able to solicit cooperation from the home, and provide help, if needed, to the pupil and parents.
2. A carefully planned educational program to suit the pupil's abilities may be provided throughout the grade levels.
3. Interpretation to the pupil of his ability and help in establishing appropriate goals should be provided by the school.
4. Acceleration, if advisable, may take place early in the pupil's school experience.

Problems of Identification. Gifted pupils who do not make their giftedness known through outstanding achievement are more difficult to identify. These pupils may exhibit aggressive, withdrawn, noncooperative or other behavior which obscures the teacher's evaluation of their true ability. One of the critical jobs of identification is to locate these gifted pupils.

CHAPTER III

PLANNING FOR GIFTED PUPILS

An important prerequisite to adequately providing for gifted pupils is a knowledge and understanding of what gifted pupils are like. The range of differences among a group of intellectually gifted pupils may be as great as the range of differences for a typical classroom. Consideration of the characteristics of gifted pupils and acquaintance with the common needs and possible problems of gifted pupils will help in the planning for their different abilities.

Needs of Gifted Pupils. Since gifted pupils are often "more like" pupils who are older chronologically their characteristics are often similar to those of older children. Special attention and help can be provided by teachers and counselors. Guidance and information in the following areas often may be helpful to the gifted pupil:

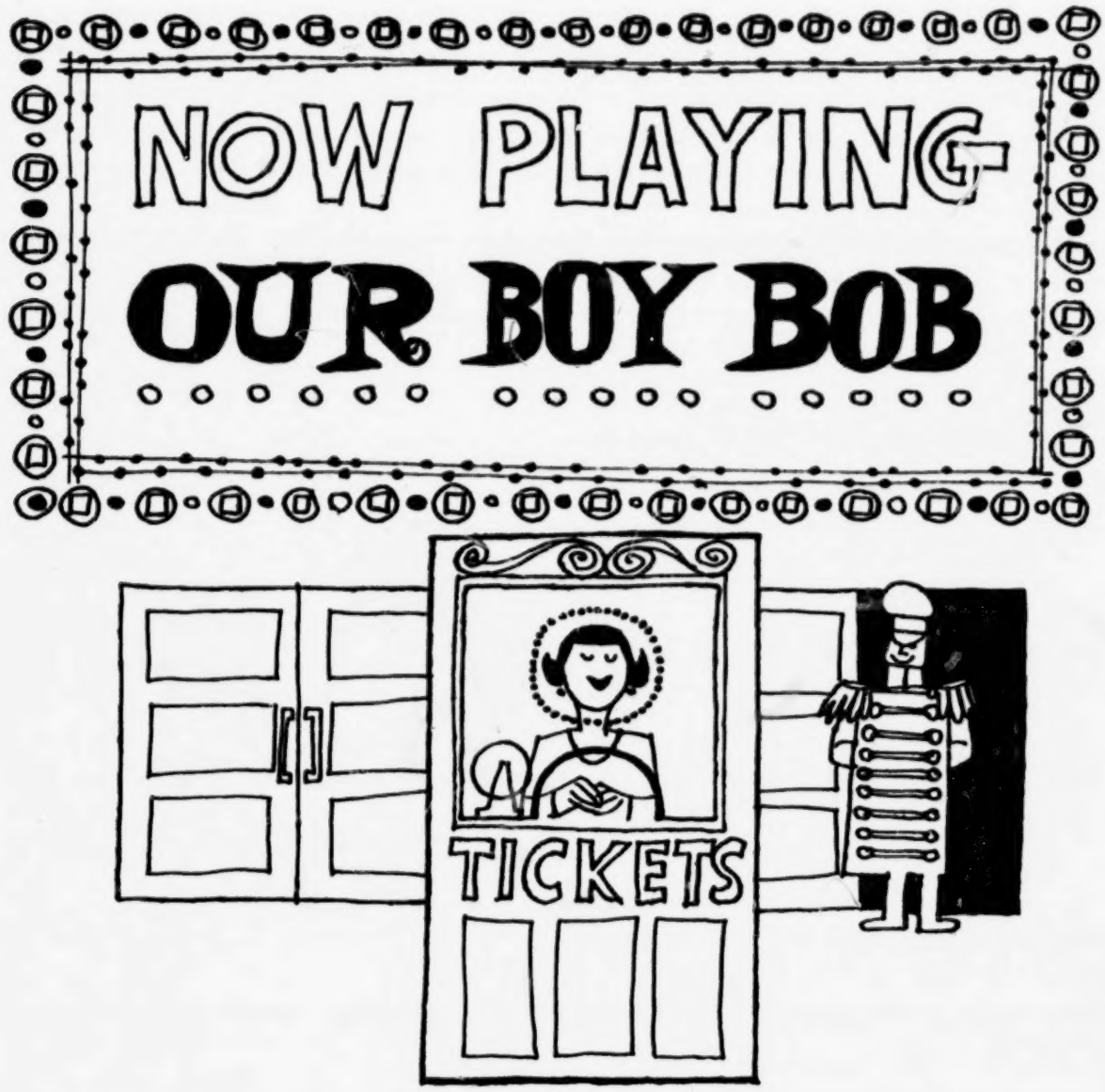
1. Knowledge of their similarities and differences with other children in order to accept their peers.
2. Understanding of how to accept and make appropriate adjustments in view of their differences.
3. Opportunity for development of ability through association with intellectual peers.
4. Help in understanding that their behavior may not always be consistent with their intellectual maturity.
5. Help in the development of effective work habits and basic skills at an early age.

6. Opportunity for the development of critical thinking ability through many problem-solving activities.
7. Opportunity to express originality.

Possible Problems. The characteristics of gifted pupils may contribute to possible problems which include:

1. A pressure toward group conformity which often will be resisted by gifted pupils.
2. Inappropriate goals, either too high or too low, may be set by teachers and parents.
3. The intellectual interests of gifted pupils usually are more like those of older pupils and may be difficult to satisfy within their own age group.

4. Poor work habits may result from insufficient challenge.
5. Gifted children tend to be interested in the games of older children, but due to lack of appropriate physical skills, may be unsuccessful and so develop a dislike for sports.



6. Teachers and parents may exploit gifted children.
7. Gifted pupils may be impatient with others of less ability.
8. There may be a lack of recognition and respect for intellectual accomplishment.
9. Achievement may be markedly below the ability of the pupil.

A Special Problem: Underachievement. A major concern of the school is the underachieving gifted pupil. Identification and motivation of the underachiever is difficult. The cause of poor achievement may be attributed to what appears to be laziness or lack of interest. In most cases this is not true. What, then, are these gifted underachievers like? What are the factors contributing to their difficulties? What can be done to help them?

The negative characteristics which gifted pupils may exhibit have been discussed earlier in this report and center around lack of interest and motivation, rebellious or withdrawn behavior, poor work habits, inadequate achievement, and lack of initiative. These negative characteristics may be more important than positive characteristics in identifying gifted underachievers. Additional factors related to underachievement are:

1. A poor self-concept
2. Feelings of hostility which seemingly cannot be channeled into socially acceptable outlets
3. Fear of failure
4. Stress placed upon "popularity" rather than achievement
5. Lack of independence in assuming responsibility

Factors Which Contribute to Underachievement. Although research findings are not consistent regarding the causes for underachievement, there is considerable agreement about the following negative influences:

1. **Home Background**
   - Disruption of family structure
   - Low goals set by the parents for the child
   - Lack of supportive factors in the home including understanding, love, affection, and consistent standards
   - Lack of family interrelationships and opportunity for discussion
   - Lack of development of values, ideals, and attitudes necessary for personal adjustment
2. **School**
   - Giftedness not recognized in early grades
   - An educational program not suited to the individual pupil's abilities
   - Discrepancy between values held by teacher and pupil
   - Inappropriate goals due to lack of knowledge of ability or exploitation
   - Difficulty in conforming to school standards when reared in a too permissive or too authoritarian home

Motivating Underachievers. Underachievement usually cannot be remedied in a short time but requires individual study by the counselor as well as cooperation between the school and the

home. Soliciting the interest and help of the parents may provide a solution to the problem of motivation. Underachievers should be identified at an early age in order to provide positive influences.

The school may provide for the underachiever in the following ways:

1. Provide individual attention and support by an interested teacher.
2. Help the pupil understand his ability and aid him in setting appropriate goals for himself.
3. Challenge the pupil with experiences which are appropriate to his ability.
4. Provide for association with pupils who are achievers.
5. Help the underachiever to communicate what he has learned; test results indicate that underachievers generally learn as well as achievers, but have difficulty in the application of what has been learned.

The home can be helped to understand the need for:

1. Provision of affection and support
2. Recognition and acceptance of ability
3. Development of appropriate goals for the child
4. Time for discussion with the child and answering his questions
5. Provision of cultural experiences
6. Development of initiative and independence
7. Guidance in developing attitudes, values and ideals.

Individual Pupil Inventory. Thoughtful planning for gifted pupils should be based upon a thorough knowledge of the individual since many of the individual's needs and differences may be provided for in a group situation. Information about pupils will aid in organizing a working group. Individualizing the gifted pupil's program also necessitates information about the individual. A review and analysis of information in the following areas will be helpful in developing an individual pupil inventory:

Abilities. Intelligence and achievement test data will be found on the cumulative record card. Teachers' comments regarding strengths, weaknesses, and special abilities also are recorded on the cumulative record.

Interests. Information may be obtained from parents regarding interests, hobbies, and leisure time activities. Pupils' interests are shown in the classroom through individual projects, the creative arts, recreational reading, and discussion. Special interests should be recorded on the cumulative record card.

Academic Strengths and Weaknesses. An evaluation of the day-to-day performance of the gifted

pupil will indicate further the areas of strengths and weaknesses where enrichment will be most effective.

The School Nurse, and, if indicated, the school doctor may be helpful in reviewing the relationship of the pupil's health to any problem of academic or personal adjustment.

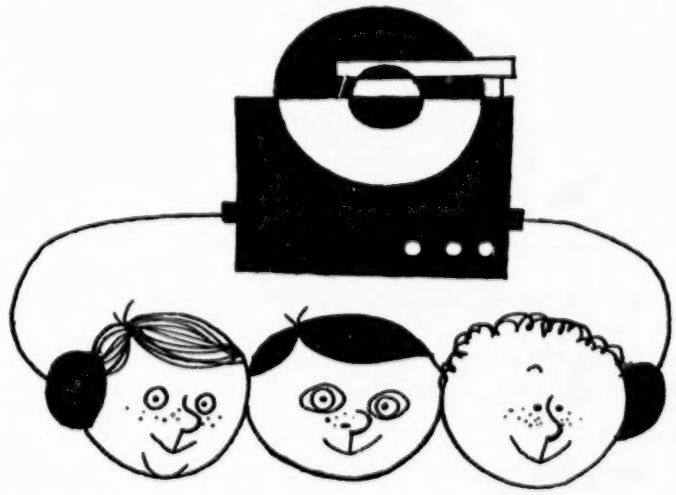
Study by the Elementary School Counselor. Lack of academic achievement may result from many causes, including poor work habits, lack of challenge, or poor personal adjustment. Often an individual study by the elementary school counselor may point up reasons for a particular pupil's underachievement. Sometimes it is desirable to verify an intelligence level when motivation does not bring forth achievement which is indicated by a group intelligence test.

Goals, Attitudes, and Values. Gifted pupils who are achieving well in their academic work probably will have developed a good attitude toward learning, have values which are socially accepted, and set realistic goals for themselves. However, this is not true of underachieving pupils. These pupils may not know of their capabilities, may have feelings of inferiority, and often set inappropriate goals for themselves. The goals, attitudes, and values of pupils are of great importance for they determine the way pupils perceive the learning situation.

Enrichment for Gifted Pupils. Gifted pupils who are achieving well in the classroom usually do not lack motivation. Challenging activities to be provided by teachers should be flexible and include both group and individual experiences.

1. **Group Activities.** Listening and viewing centers have been used extensively to extend the learning of cluster groups of gifted pupils. Recordings and filmstrips are available for adding depth to units or introducing related topics.

   Tape recorders also have been used to present taped lessons geared to the needs of a cluster group. In some instances teachers have utilized tape recorders for remedial help in research skills, map study, mathematics, and reading.



   News summaries were prepared by one group of gifted pupils, taped, and broadcast to the entire school one day each week.

   School activities for cluster groups have included special projects such as, scale drawings of the classroom to plan work centers, comparative studies, preparation of posters and tape recordings for school activities, booklets about research projects, previewing filmstrips for class use, and writing and producing plays.

2. **Individualized Activities.** Individualized activities may also include those utilized for

groups. Other activities reported have included assisting in the operation of school libraries, interviewing resource persons, making requests for materials through phone calls or letters, reporting about community resources, and developing graphs, maps, diagrams, or charts.

Criteria for Enrichment. The report on enrichment of gifted pupils in the Los Angeles City Schools, **Enrichment for the Intellectually Gifted,** defines enrichment as:

- A learning environment conducive to exploration and originality
- An educational program based upon the recognition of individual differences and planned to meet individual needs and challenge abilities
- Quality rather than quantity of enrichment
- Adding depth and scope to learning experiences
- Development of reflective and critical thinking, problem solving, and creative thinking and expression

This guide for enrichment was developed to aid working groups concerned with:

- Developing courses of study and instructional guides
- Establishing criteria for the selection of books and materials for the gifted
- Providing institute and in-service activities for teachers
- Conducting faculty and departmental meetings to guide, foster, and appraise the program for gifted in a school

In order to give more specific meaning to the areas discussed in the definition, each area is developed in greater length with specific examples under the following headings:

- Learning Environment
- Individual Differences
- Depth and Scope
- Reflective Thinking, Problems Solving, and Critical Thinking
- Creative Thinking

The complete report on enrichment has been distributed to all schools. Further copies may be obtained from the Guidance and Counseling Section.

CHAPTER IV

RESOURCES FOR TEACHERS AND GIFTED PUPILS

The teacher is the most important school influence in the education of the gifted pupil. Interested, capable, and inspirational teachers will "spark" gifted pupils. However, teachers need help and support from other resources. Effective use of available school and community resources will be of great value in gaining an understanding of gifted pupils and in extending their learning experiences.

WHAT HELP CAN THE TEACHER EXPECT? There are many resources available to aid teachers:

Resources Within the School. The principal serves as the first source of help to the classroom teacher. The principal is the liaison between the teacher and the out-of-school resources. Participation on city-wide committees related to many phases of learning enables the principal to be a valuable resource to the classroom teacher working with gifted pupils.

In addition to the assistance given by the principal other personnel who may offer help within the school are:

The school nurse and school doctor who may occasionally be requested to assist in providing depth and understanding in areas of health.

Teachers with special interests and abilities also may be resource persons to assist gifted pupils.

Resources in the District Office. A number of services are available to the teacher from the district office. Requests for services outside of the school are made through the principal.

An attempt will be made to list only the particular areas in which the following personnel may be of help to the teacher in planning for gifted pupils. The personnel listed also have many additional responsibilities. Following are some of the personnel and special help which they give regarding gifted pupils:

Academic Supervisors through the basic institute program and workshops provide help for teachers in planning enrichment.

Special Subject Supervisors help teachers in the areas of art, music, agriculture, industrial arts, and physical education.

The Supervisor of Guidance provides assistance in identification and placement of gifted pupils. In-service training programs are offered in the areas of identification, characteristics, and needs of gifted children. Assistance to the school in organizing programs for gifted pupils is provided. These programs may include cluster groups or part-time and full-time separate classes.

The Elementary School Counselor is available as a resource person for underachieving gifted pupils through the request by the teacher for an individual study. An individual intelligence test will help to verify the academic ability of gifted pupils when classroom performance does not coincide with group intelligence and achievement test results.

The counselor also may be a source of information regarding the characteristics and needs of individual gifted pupils. Observation and study of the pupil by the counselor will provide a supplement to information provided by the teacher and the parent.

Resources in the Central Office. Following are the main resources available to teachers:

Division of Instructional Services

Curriculum Branch. The course of study and supplementary guides include extended learnings for gifted pupils. In addition the following are provided:

Experimental materials for try-out and evaluation by teachers.

Instructional guides in specific subject areas for use by teachers in providing enrichment for gifted pupils.

Audio-Visual Section. An Elementary School Specialist is assigned to the Audio-Visual Section to provide assistance to teachers regarding regular and experimental materials.

Services of the Audio-Visual Section include:

Increased circulation of existing materials for classes having clusters or large groups of gifted pupils.

Provision of the following materials and equipment for use with gifted pupils:

Transcription and tape recorders, with listening attachments

Filmstrip projectors

Kits of learning materials

Library and Textbook Section. The Supervisor of Elementary Libraries may be consulted

for help in the selection and ordering of books for gifted pupils. Each school may receive consultant help from the librarian who is assigned to assist that school with selections of books.

Limited quantities of reference books and single copies of books in the area of science, biography, arithmetic, literature, government, and foreign language may be ordered for use with gifted pupils.

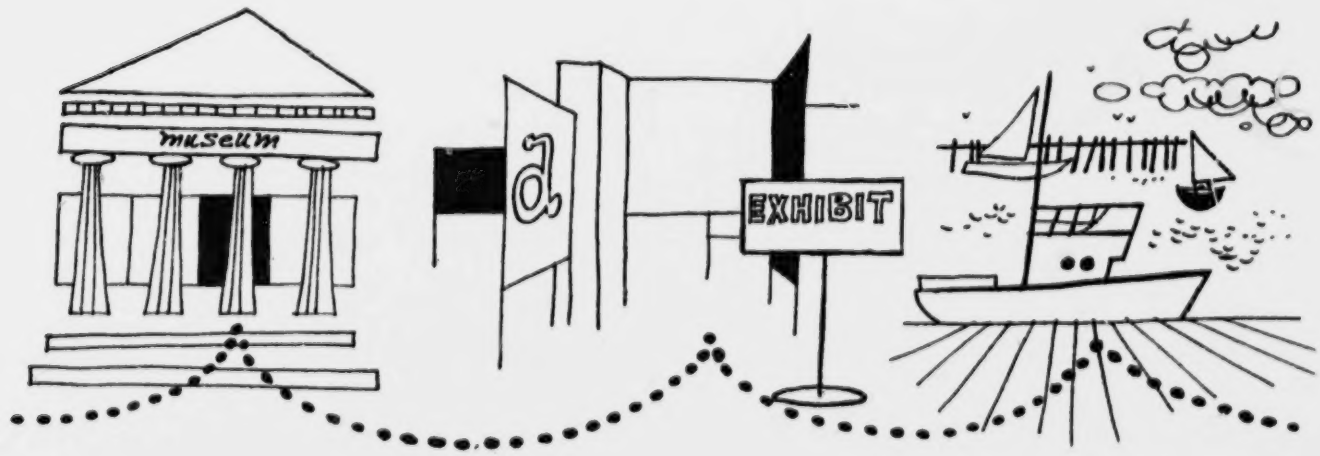
The Professional Library. The Professional library is located at the central administrative offices and provides books and periodicals for teachers. Included in the Appendix of this publication is a list of books and pamphlets available in the professional library which may be helpful to teachers.

Guidance and Counseling Section, Elementary Division. The Guidance and Counseling Section coordinates the city-wide guidance and counseling program. Special assistance to teachers is available also in regard to gifted pupils:

Coordination and dissemination of information regarding programs for gifted pupils.

Planning and conducting research regarding all phases of the education of gifted pupils, such as, acceleration, underachievement, and grouping practices.

Consultant service is available, as requested, by administrators, supervisors, and teachers regarding information as to the needs and motivation of gifted pupils.



Resources in the Community. The community makes an important contribution to the growth of the gifted pupil. It's Worth a Visit[3] lists many trips to civic and governmental agencies, the harbor, museums, and exhibits. The immediate community surrounding the school also

3 Los Angeles City Schools, Division of Instructional Services, Audio-Visual Section. **It's Worth a Visit. Catalog of School Journeys for Elementary Grades.** Publication No. EC-146, 1960 Revision. 196pp.

provides many resources through local newspapers, small industries, nurseries, chambers of commerce, retail stores, markets, libraries, telephone companies, and other similar agencies. Use of these facilities will provide first-hand learning and utilize sources other than books for research projects.

CHAPTER V

EVALUATION

The evaluation of provisions for intellectually gifted pupils should consider the objectives for these pupils. In general the objectives of education for gifted pupils do not differ materially from those for all pupils; however, objectives will, in most cases, be attained at an earlier age and developed to a greater degree. Additionally the following goals need special emphasis:

1. Achievement of basic skills of learning to the fullest extent of the pupil's ability.
2. Development of critical thinking ability.
3. Provision of opportunities for creative expression.

The following questions may serve as a guide in evaluating provisions in terms of the above goals:

1. In the area of basic skills does the pupil:
   - speak and write clearly and effectively?
   - acquire ideas from spoken and written language and see their relationships?
   - listen intelligently with growing discrimination?
   - check information with facts?
   - search for meaning behind number or numerical relationships?
   - understand and use methods of checking computed results?
2. In the area of critical thinking does the pupil:
   - recognize and define a problem clearly?
   - think in terms of the whole and see parts in relationship to the whole?
   - gather and study facts about a problem distinguishing between fact, opinion and propaganda?
   - utilize sources of information effectively?
   - weigh evidence, make inferences, draw conclusions, check the conclusions for accuracy, and modify his thinking as the evidence dictates?
   - detect within himself and try to overcome such things as subjectivity, rationalization, projection, and prejudice?
   - act intelligently as a result of critical thinking?

3. In the area of creative expression does the pupil:
   - value his own judgment in spite of pressures of conformity?
   - engage in reflective thought?
   - use his imagination to unite the thinking of a group to form new ideas, concepts or relationships?
   - consider and pursue all variabilities of an idea?
   - exhibit sensitivity and perceptiveness to creativity in others?

Outcomes of education for gifted pupils are difficult to evaluate. Depth of knowledge, values, appreciations, and attitudes are factors which most tests do not measure and observation may well overlook.

CHAPTER VI

WORKING WITH PARENTS

Guidance and education of all pupils is most effective when the home and the school work as a team to provide for the pupil's needs. This cooperation is essential when pupils have special needs. Gifted pupils usually display a social and intellectual maturity more like children who are older chronologically. The school and home can provide mutual help and support in many ways to help gifted pupils.

How the Parent Can Help the Teacher. Parents provide an important source of information concerning the background of the pupil with particular reference to identifying and planning for gifted pupils. Following are early indications of giftedness about which parents can provide information:

General Health

- High energy level
- Good physical development

Early Growth Characteristics

- Accelerated progression through crawling and walking
- Early language development
  - speaking
  - rich vocabulary
  - expressing complete thoughts with phrases and sentences

Observation of Behavior

- Longer attention span for age level
- Good memory
- Desire to learn
- Sense of humor
- Variety in sustained interests and hobbies
- Greater awareness and sensitivity
- Persistent curiosity
- Ability to solve problems in play activities
- Tendency to prefer older playmates

How the Teacher Can Help the Parent. The evidences of growth and the needs of pupils in school are of interest and concern to parents. Specifically the contributions of the school include:

Interpretation of Test Data. Intelligence test results should be interpreted to parents by the principal in general terms as follows:

INTELLIGENCE QUOTIENT	INTERPRETATION TO PARENT
90 – 109	Average academic ability
110 – 129	Above average academic ability
130 and above	Markedly above average academic ability

Interpretation of the pupil's strengths and weaknesses to parents as shown by standardized tests and school performance is important so that realistic standards and goals may be established for the pupil.

Needs and Characteristics. Reports to parents concerning the needs and characteristics of gifted children may aid in the home guidance of the child. The characteristics which are listed in the identification and planning sections of this booklet may be of help to parents.

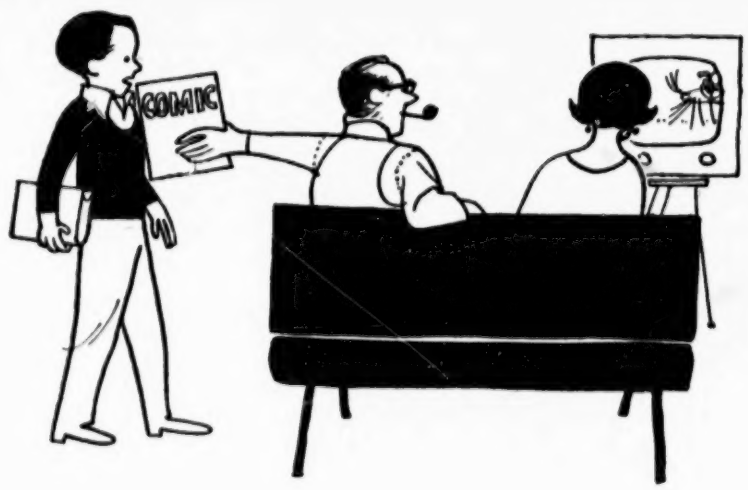
The School Program. Informing the parent of the provisions being made for gifted children at the school level and indicating how these provisions are a part of the total Los Angeles City Schools' program for gifted children, assures the parent that a variety of ways to provide for gifted children are available and schools are utilizing those methods best suited to the needs in their community.

Parental Guidance of Gifted Pupils. There are many ways parents can help stimulate maximum growth and development of their children.

The attitude of the parent toward learning helps to determine whether the gifted child is motivated to learn. Basically the role of the parent toward a gifted child is the same as for any child – for a gifted child is first of all a child. The suggestions listed here are those which parents and teachers have found to be especially important for gifted children:

1. Temper constructive criticism with sincere praise
2. Foster the development of spiritual values, positive attitudes and appropriate goals
3. Stimulate interest in and respect for learning
4. Foster good work habits
5. Encourage questions and take time to answer them
6. Provide time for family discussions

7. Stimulate originality rather than allow the child to rely too much upon coloring books, commercial games, or prepared models
8. Guide, but do not dominate
9. Encourage independence, the assuming of responsibility, and the solution of problems
10. Provide and encourage adequate physical exercise to offset mental activities
11. Give help to foster the child's ability to work, enjoy, and share ideas with other children and adults
12. Be a real companion to your child – take trips together, explore and share each other's thinking – enjoy your gifted child and help him to remember his childhood with pleasure



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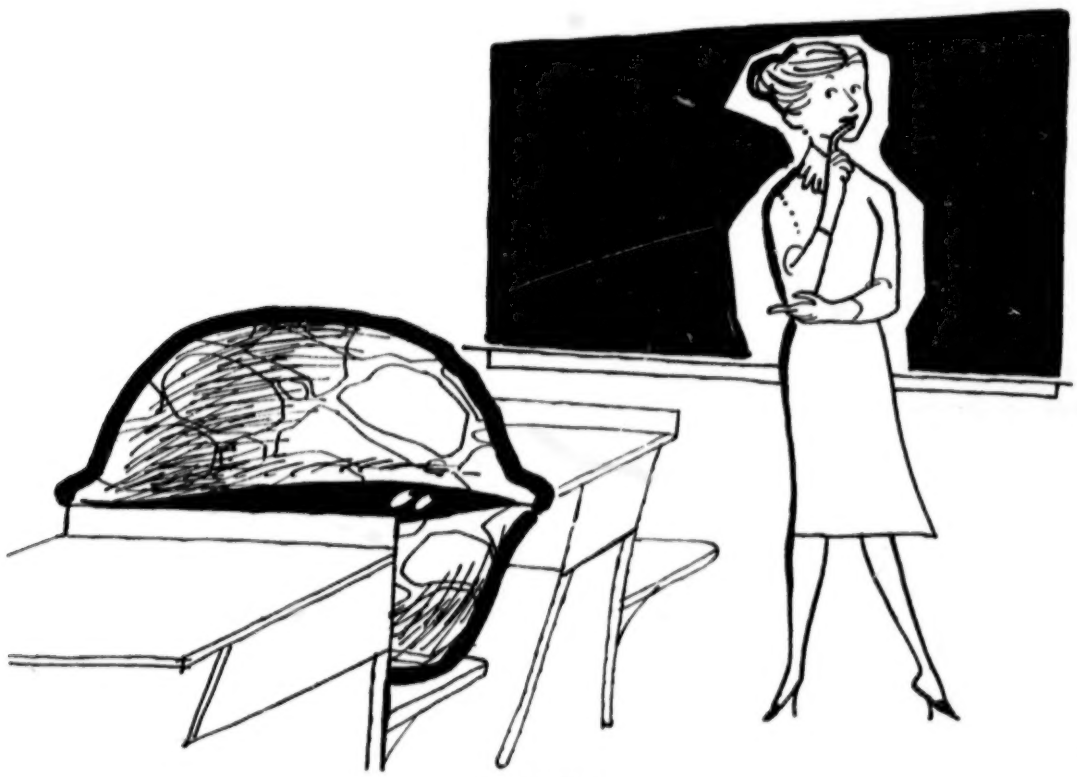
APPENDIX

CASE HISTORIES OF UNDERACHIEVING GIFTED PUPILS



"MARY"

Description of Problem. Mary was a tense, easily upset, second grader whose achievement recently had become poor. She was overly conscientious of detail and afraid of failure. She exhibited this by withdrawing from participation in activities which were new or somewhat difficult.

Mary's index on an individual intelligence test was 130.

What Was Done

1. **A Parent Conference** was requested to learn more about Mary. The mother indicated that Mary studied every afternoon before dinner, took ballet and piano lessons on Saturday, and read to her small brother each night before he went to bed.

2. **The Teacher and Principal** commended the parents' interest in Mary's training; however, some of the following suggestions were discussed in the conference:

   - Since Mary was tense and seemingly under some sort of pressure it was suggested that further studying after school be discontinued so that she might engage in play activities with other children.
   - The setting of unrealistic standards for gifted pupils was suggested as a danger.

- Taking trips together, reading for fun, answering her questions, family discussions and other activities together were suggested.

Summary. The easing of "pressure to achieve" by the parents has helped Mary to be more relaxed at school. Fear of failure has grown less as parents put less emphasis upon marks. Classroom achievement again is at a high level. Mary has been more relaxed about participating in new activities.

"MIKE"

Description of Problem. Mike was a problem for the teacher. He exhibited immature behavior such as making faces, bothering other pupils at work by punching them, and catching the ball and running with it at game time.

His academic achievement was just below his grade level (fourth) except at times when he displayed an extraordinary knowledge in some areas of science.

What Was Done

1. **The District Counselor** was requested to make an individual study of Mike. The parents could offer no further information that would help other than that as a little child he was quick, walked early, and asked many questions. The Binet indicated an intelligence quotient of 175.
2. **A Parent Conference** with the counselor, teacher, and principal followed the identification of Mike's marked intellectual ability. It was agreed that, since Mike's ability had not been recognized, he was probably seeking other ways to get attention. Few books or other cultural advantages had been provided by the home. The teacher felt that Mike had been overlooked as "gifted" because of his immature behavior and below average achievement. The counselor reported particular strengths in memory, number facility, and vocabulary. The following plan was discussed with the parents:
   - The parents would give recognition to Mike's ability and assist him in using the library and participating in a youth group of his choice. Mike would be helped to develop a hobby with his parents.
   - The teacher would provide challenging experiences, seek ways to broaden his science interest, and give Mike guidance in how to get recognition from his classmates in an acceptable way.

Summary. Recognition of Mike's ability and sustained interest by parents and teacher over the past semester have helped him to "blossom". Behavior is becoming more mature and interest and enthusiasm for school is rapidly growing.

"JACK"

Description of the Problem. Jack was a fifth grade boy who lacked interest in school, did written work carelessly or not at all, and had a negative attitude toward most aspects of school. Although class performance was poor, achievement test results indicated achievement and learning ability above grade level. Game time interested Jack but he wanted to "boss" the other children. Recreational reading appealed to Jack and he read well.

The Kuhlmann-Anderson group intelligence test score was 112. However, since achievement results indicated markedly above average ability, a request for an individual study was made.

What Was Done

1. **An Individual Study** by the counselor indicated the following:
   - Binet index of 140
   - Marked strengths in reasoning, comprehension, judgment, language facility, and reading skills were evidenced in the testing situation
   - Less success was noted on items involving recall
   - The pupil was responsive, displayed a well organized ability to express ideas, and generally was confident except when tense on memory items

2. **A Parent Conference** was arranged to discuss Jack's markedly above average academic ability. The parents were not aware of this ability, although the mother felt that if Jack had an interest in school he might do better. She stated that he was very interested in books about history and that he was interested in sports, especially baseball. Since the parent's expectations for Jack seemed to be low it was suggested that the parents might help Jack by:
   - Indicating to Jack their interest in school
   - Helping Jack to see how school work might be related to his interests
   - Encouraging Jack to discuss with them his interests in history and sports

3. **The Teacher and the Principal** conferred to plan how best to help Jack at school. Since Jack seemed to be bored he may not have been challenged. The following activities were planned:
   - Stimulate activities which would increase motivation for school
   - Develop higher standards for written work
   - Provide opportunity for individual projects centered around Jack's special interests

Summary. Pride in written work gradually is improving and Jack is developing some interest in school. The teacher is able to give some individual attention and to help Jack to initiate and carry out individual projects. Improvement should continue as Jack receives guidance from his parents and teachers.

SUPPLEMENTAL MATERIALS

The reports listed below are available from the Guidance and Counseling Section:

Cluster Grouping. Reprinted from Education Magazine. Vol. 81, No. 3. November 1960. 4pp.

Education of Intellectually Gifted Pupils in the Los Angeles City Schools. January 1958. 5pp

Enrichment for the Intellectually Gifted. Los Angeles City School Districts, Committee on Education of Intellectually Gifted Pupils. September 1960. 4pp.

How Educate the Gifted Child? The Problem of Precocity. Reprinted from Commentary Magazine, June 1956. 10pp.

Objectives of Education for Gifted Children in California Elementary Schools. Research Studies No. 2. April 1956. 6pp.

School Resources for Pupils with Special Needs. September 1960. 5pp.

Underachieving Gifted Pupils: An Annotated Review of Research. Mimeographed Report. November 1960. 22pp.

Working With Parents. Mimeographed Report. January 1961. 2pp.

SELECTED ANNOTATED BIBLIOGRAPHY ON GIFTED PUPILS

The following books and pamphlets of interest to teachers and parents are available from the Los Angeles City Schools Professional Library.

ABRAHAM, Willard. **Common Sense About Gifted Children.** New York: Harper & Bros., 1958. 268 pp.

Much of the information in this book is itemized for quick reference. Included are such topics as: Who are the gifted? What to do about the gifted. The teacher.

BRANDWEIN, P.F. **The Gifted Student as Future Scientist.** New York: Harcourt, Brace and Co., 1955. 107 pp.

Discusses how to identify those who have high level ability in science, the need for successful teachers, and suggestions for the program in science.

BRUMBAUGH, Florence N. and ROSHCO, Bernard. **Your Gifted Child: A Guide to Parents.** New York: Henry Holt & Co., 1959. 177 pp.

This book will be of help to parents in the early identification of gifted children and making adequate provisions for them. The importance of a good beginning in the early years is stressed. Guidelines are given for parent-school cooperation.

CALIFORNIA ELEMENTARY SCHOOL ADMINISTRATORS ASSOCIATION. **The Gifted Child: Another Look.** 1705 Murchison Drive, Burlingame, California, 1958. 66 pp.

Objectives of education for gifted pupils, suggestions for organizing classes, and plans being utilized in some school systems of California are given.

CALIFORNIA ELEMENTARY SCHOOL ADMINISTRATORS ASSOCIATION. **The Gifted Child in the Elementary School.** Sacramento: State Department of Education, 26th Yearbook, 1954. 174 pp.

A discussion of the education of gifted pupils through presentation of programs in selected California school districts.

CRUIKSHANK, W.M. and JOHNSON, G.O. **Education of Exceptional Children.** Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1958. Chapter IV; 147-188.

James Dunlap, in this chapter, elaborates upon the needs of gifted children; and in a discussion of enrichment, points out some specifics to guide the teacher.

CUTTS, Norma E. and MOSELEY, Nicholas. **Bright Children: A Guide to Parents.** New York: G.P. Putnam's Son, 1953. 237 pp.

Parents may use this book to better judge their children's intellectual ability. Many suggestions are included for helping gifted pupils at home.

CUTTS, Norma E. and MOSELEY, Nicholas. **Teaching the Bright and the Gifted.** Englewood Cliffs, New Jersey: Prentice-Hall, 1957. 268 pp.

Teachers should be especially interested in the suggestions to be found in the chapters on identification, enrichment, motivating under-achievers, and guidance.

DE HAAN, R.F. and HAVIGHURST, R.J. **Educating Gifted Children.** Chicago: University of Chicago Press, 1957. 275 pp.

This book provides a good foundation in philosophy and an overview of the education of gifted pupils. Discussions of the merits of various plans used to provide for gifted pupils are given.

EDUCATIONAL POLICIES COMMISSION. **Education of the Gifted.** Washington, D.C.: National Education Association and American Association of School Administrators, 1950. 88 pp.

Discusses identification, characteristics, needs, and procedures for the education of gifted pupils.

FRENCH, Joseph L. (ed.) **Educating the Gifted. A Book of Readings.** New York: Henry Holt & Co., 1959. 542 pp.

For those who wish a more comprehensive approach to the education of gifted pupils, this book will be a good reference. The information is based upon thoughtful study and research. Topics such as identifying characteristics, general provisions, classic programs, acceleration adjustment, underachievement objectives, teachers, and evaluation are treated in depth by well-known writers.

GAVIAN, Ruth W. (ed.) **The Social Education of the Academically Talented.** Curriculum Series No. 10. National Council for Social Studies, 1958. 101 pp.

The social studies program with the expanding concept of social education based upon citizenship responsibilities is emphasized. A fourth grade program is discussed in detail.

HALL, T. **Gifted Children. The Cleveland Story.** New York: The World Publishing Co., 1956. 91 pp.

The education of a gifted child in the Cleveland Major Work Classes. A guide for developing the major work classes is given in outline form.

HILDRETH, Gertrude Howell, and Others. **Educating Gifted Children at Hunter College Elementary School.** New York: Harper & Bros., 1952. 272 pp.

A report of the program at Hunter College Elementary School. Areas included are organization, materials, and teaching methods.

HILL, G.E. (et al). **Identifying and Educating Our Gifted Children.** Athens, Ohio: College of Education, Ohio University, 1957. 43 pp.

This booklet gives an overview of the definition of gifted, how to identify, and what the schools are doing for gifted.

KOUGH, Jack, **Practical Programs for the Gifted.** Chicago, Illinois: Science Research Associates, Inc., 1960. 192 pp.

A book to help educators improve programs for gifted. Significant programs across the nation are cited. Consultants and writers in the field of gifted are listed together with their contributions to the education of gifted pupils.

LAYCOCK, Samuel. **Gifted Children.** Toronto, Canada: Copp Clark Co., 1957. 180 pp.

The chapters on identification acceptance, acceleration, and special groupings are well documented and specific. Suggestions for enrichment, including book titles, are given in mathematics, science, and the arts.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. **Education for the Gifted, Part II.** Chicago: University of Chicago Press, 1958. 420 pp.

Topics of special interest to teachers include the importance of education of gifted pupils, the nature of giftedness, creativity, enrichment, guidance, and preparation of teachers.

OTTO, Henry J. **Curriculum Enrichment for Gifted Elementary School Children in Regular Classes.** Austin, Texas: University of Texas, 1955. 135 pp.

Enrichment suggestions in the areas of arithmetic, art, communication, music, physical education, and social studies are given.

PASSOW, A.H. **Planning for Talented Youth.** New York: Teachers College, Columbia University, 1955. 84 pp.

A report by the Talented Youth Project, Horace Mann-Lincoln Institute on basic considerations, identification, administrative adaptations, instructional procedures, and evaluation of programs for gifted pupils.

ROCKEFELLER Brothers Fund. **The Pursuit of Excellence.** Report No. 5. Special Studies Project, 1958. 49 pp.

The sections on motivation and values, the use and misuse of human abilities, and the teaching profession should be helpful to teachers.

SCHEIFELE, Marian. **The Gifted Child in the Regular Classroom.** New York: Teachers College, Columbia University, 1953. 82 pp.

The approach of this handbook is practical; many specific suggestions for teachers are given. Topics include identification, special problems, school practices, and enrichment.

STRANG, R.M. **Helping Your Gifted Child.** New York: E.P. Dutton, 1960. 270 pp.

Although primarily a book for parents, all factors related to the education of pre-school, school, and adolescent gifted pupils are presented. Included are characteristics, needs and problems of gifted pupils, case studies, and suggestions for activities.

SUMPTION, M.R. and LUECKING, E.M. **Education of the Gifted.** New York: The Ronald Press Co., 1960. 499 pp.

A book designed for teacher in-service as well as training of new teachers. Areas include the nature of giftedness, identification, research, guidance, administration, the teachers of gifted, the role of the community, and the school program at all levels.

TERMAN, L.M. and Others. **Genetic Studies of Genius:** Vol. I. **Mental and Physical Traits of a Thousand Gifted Children;** Vol. II. **The Early Mental Traits of Three Hundred Geniuses;** Vol. III. **The Promise of Youth: Follow-up Studies of a Thousand Gifted Children;** Vol. IV. **The Gifted Child Grows Up; Twenty-five Years Follow-up of a Superior Group;** Vol. V. **The Gifted Group at Mid-Life; Thirty-five Years Follow-up of a Superior Group.** Stanford, California: Stanford University Press, 1925-1959. 5 Volumes.

A comprehensive report of the findings of Terman's classical longitudinal study of one thousand gifted children is given in these five volumes.

WITTY, Paul (ed.). **The Gifted Child.** The American Association for Gifted Children. Boston: D.C. Heath and Co., 1951. 338 pp.

A compilation of writings on the education and identification of gifted children. Chapters include identification, Terman studies, Hollingsworth studies, observations of highly gifted children, the teacher, mental hygiene, educational provisions, talent, and administrative problems.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. **Your Gifted Child.** Children's Bureau Publication No. 371, 1958. 39 pp.

This booklet answers in a general way the questions parents ask. How to determine if children are gifted, meet their needs, understand their problems, and plan for them are the major areas covered in this booklet.